

Regional Micro-Enterprise Credential: Mentor Role Description

(Updated: June 12, 2017)

Thank you for agreeing to become a mentor to a student seeking to attain the Micro-Enterprise Credential.

The goal of the Micro-Enterprise Credential is to help students learn about the behaviors and skills necessary to succeed in small business, where statistically most of them will be employed after high school graduation. *There are no “right” or “wrong” presentations. Our students’ goal is simply to talk about what they have learned about themselves to an unfamiliar workplace adult in an effective and confident way.*

Typically a mentor will spend no more than 20 minutes completing the two tasks below:

- I. Listening to your student’s Self-Assessment Presentation – your student will make a 10 to 20 minute presentation (may or may not include PowerPoint slides) on the following four topics:

- 1) The student’s self-assessed understanding of the following critical behaviors, skills and capabilities:

Determination, Self-Motivation, Self-Discipline and Grit	Problem Solving and Teamwork	Communication Skills, Comfort Engaging with Strangers	Financial and Computer Literacy	Personal Capabilities and Support Systems
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- 2) A self-assessment of where the student feels he/she may have strengths in one or more of these areas, and where he/she may have opportunities to improve.
- 3) A quick review of what the student believes he/she has learned from completing their Self-Assessment.
- 4) A review of the student’s possible career interests / career plans.

If your student neglects to address one of these required topics, you are encouraged to prompt him/her to make comments that address the omitted topic(s).

Notes: we’ve also encouraged students to ask you “good” questions (meaning questions on truly important issues that isn’t a “Yes / No” question).

- II. Completing the Self-Assessment Presentation Checklist – mentors complete the Self-Assessment Presentation Checklist (next page) after each student’s presentation. We are not asking you to grade a student. We are simply asking you to confirm that the student successfully completed the Self-Assessment Presentation.

Micro-Enterprise Mentor: Student Presentation Checklist				
Student		Date		Length of Presentation (minutes)
Mentor			Mentor Email	

Please indicate Yes or No for each criterion below and return this one-pager to the teacher when the presentation is over. Please also provide any additional feedback or guidance you think will benefit the student.

	Yes	No
The student presentation covered four required topics:		
1. How one or more of the behaviors, skills or capabilities are used in his/her personal life, school, or work:		
➤ Determination, Self-Motivation, Self-Discipline and Grit	<input type="radio"/>	<input type="radio"/>
➤ Problem Solving and Teamwork	<input type="radio"/>	<input type="radio"/>
➤ Communication Skills, Comfort Engaging with Strangers	<input type="radio"/>	<input type="radio"/>
➤ Financial and Computer Literacy	<input type="radio"/>	<input type="radio"/>
➤ Personal Capabilities and Support Systems	<input type="radio"/>	<input type="radio"/>
2. His/her Self-Assessment results:		
➤ Strengths	<input type="radio"/>	<input type="radio"/>
➤ Areas for Improvement (plus steps he/she will take to improve)	<input type="radio"/>	<input type="radio"/>
3. Overall lesson learned from completing his/her Self-Assessment	<input type="radio"/>	<input type="radio"/>
4. Career interest(s) and initial thoughts on how he/she will achieve personal career goals	<input type="radio"/>	<input type="radio"/>
The student made an honest effort at self-reflection	<input type="radio"/>	<input type="radio"/>
The student asked at least one engaging question <i>ex. regarding the mentor's industry, industry employment requirements, company or career path, and/or asked the mentor's opinion</i>	<input type="radio"/>	<input type="radio"/>
The student demonstrated appropriate:		
1. Eye contact	<input type="radio"/>	<input type="radio"/>
2. Voice volume and clarity of speech	<input type="radio"/>	<input type="radio"/>
3. Use of notes, handouts, and/or presentation	<input type="radio"/>	<input type="radio"/>
4. Body language	<input type="radio"/>	<input type="radio"/>

Mentor Feedback for Student (please include any additional comments, suggestions or guidance)